PARIS INDEPENDENT SCHOOLS

CERTIFIED

EVALUATION

PLAN

REVISED
MAY 15, 2007

COMMITTEE

Melissa Amrein, Supervisor of Instruction

Rachelle Schjoll, Principal

Vickie Grigson, Principal

Jennifer Bolander, Teacher

Ann Davidson, Teacher

Jennifer Allen, Teacher

Approved and adopted by the Paris Board of Education on_____.

(Date)

_____

_____

Superintendent   **Board Chairperson**

PHILOSOPHY

- We believe the administration and the Board of Education should provide the quality of leadership that causes others to be inspired. They should steer, command, guide, and be held accountable for providing the environmental situation necessary for achievement.

- We believe that education is a series of teaching, thinking, learning, and valuing experiences which serve to change pupils' behavior in specific desirable directions.

- We believe that our schools should establish an environment in which both pupils and teachers are free to be themselves and to become themselves. The pupils are to be given the opportunity to question, to make mistakes, and to challenge each other intellectually, and to become autonomous learners.

- We believe appraisal should be a positive and dynamic force to improve the professional performance of district personnel by diagnosing weaknesses so that they may be turned into strengths.

OBJECTIVES

1. To improve overall instruction

2. To provide a measure of accountability to the public

3. To encourage certified employees to improve their performance

4. To support individual personnel decisions

5. To identify the strengths and weaknesses of the individual

6. To assist the individual in developing and implementing program of improvement in the identified areas of   weaknesses

7. To promote continuing professional development

8. To evaluate all certified personnel in the school district in a nondiscriminatory manner

PROCEDURES

1.   All evaluators will be trained in the proper techniques of evaluation as follows:
   a.   Orientation to the local evaluation process and the use of specific evaluation instruments
   b.   Identification of effective teaching/management practices
   c.   Observation techniques
   d.   Conference techniques
   e.   Techniques for developing Individual Professional Growth Plans.

2.   The employee's immediate supervisor will be the primary evaluator. Department heads, head teachers, and/or curriculum leaders may assist the principal in evaluating certified personnel in the assigned areas. The designated contact person for certified evaluation issues is the Assistant Superintendent of Curriculum & Instruction.

3.   All formal monitoring or observations will be conducted openly and with the full knowledge of the employee. <u>All formal observations must be documented. All formal observations must cover at least one instructional period.</u> Unannounced visits to the classrooms or other workstations may be conducted. The results of informal observations may be noted on the summative evaluation. If requested by the teacher, observations by another teacher trained in the teacher's content area or by a curriculum content specialist shall be provided to observe and provide information to the primary evaluator. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator & evaluatee have not agreed upon the selection of the third party observer within 5 working days of the teacher's written request, the evaluator shall select the third party observer.

4.   After the initial observation of the employee, an Individual Professional Growth Plan, aligned with school or district comprehensive improvement plan, will be developed.

5.   All evaluations must include a conference with the evaluator.

6.   All evaluations (except Superintendent) will be in writing on approved forms to become part of the official personnel file located in Central Office.

7.   A copy of the evaluation will be given to the person evaluated.

8. All evaluations shall be signed by the evaluator and evaluatee indicating that the evaluation has been seen and a conference held.

9. An evaluatee has the right to make written comments to be attached to the evaluation.

10. Each certified staff member shall have an Individual Professional Growth Plan, aligned with the school or district comprehensive improvement plan, that is reviewed annually.

11. A pre-observation form is provided for utilization in the formal evaluation process.

SCHEDULE OF EVALUATION

1. Within the first month of reporting for employment, each employee will be provided a copy of the form on which he/she will be evaluated and the process and criteria explained and discussed.

2. Non-tenured teachers will be evaluated annually.

3. Non-tenured personnel will receive at least <u>two formal observations.</u> The first one will be before the end of first semester and the last one before April 1.

4. Tenured personnel, other than administrators, will have a summative evaluation, at minimum, every three years. There will be a least one formal observation before evaluation.

5. Summative evaluations for all tenured and non-tenured personnel will be submitted to the Central Office not later than April 15 of each year.

6. In the event that the first observation of a tenured certified employee is unsatisfactory, at least one additional observation must be done. An Individual Corrective Action Plan will be developed if additional observations are warranted. The corrective action process includes a conference between the evaluator and evaluatee resulting in a plan of action to improve the employee's performance, with regular monitoring by the evaluator or immediate supervisor, as indicated in the plan.

7. All administrators will be evaluated annually.

8. The superintendent will be evaluated annually by the school board members, pursuant to KRS 156.111 and KAR.3:406.

9. Interns will be evaluated according to state guidelines.

INSTRUCTIONS FOR EVALUATION

1.   A pre-observation Instrument is completed prior to observation.

2.   Formative data is collected by observer using anecdotal or other appropriate observation methods.

3.   A post-observation conference is held as soon as possible after the observation but no later than 5 school days.

4.   An Individual Professional Growth Plan (IPGP) is developed with target dates for achievement/revision.

5.   An Individual Corrective Action Plan will be developed for any tenured teacher receiving a "does not meet" rating with target dates for achievement/revision.

6.   The Summative conference held prior to April 15 each year includes both formal and informal evaluation data collected throughout the year.

7.   The Summative Evaluation form is completed and submitted to the superintendent by April 15, along with a copy of the IPGP.

PROCEDURE FOR DETERMINING UNSATISFACTORY PERFORMANCE OF NON-ADMINISTRATIVE CERTIFIED EMPLOYEES

Satisfactory performance is attained when a non-administrative certified employee receives a rating of "MEETS STANDARDS" on a majority of the evaluative criteria in each section of his/her evaluation.

APPEALS PROCEDURES

1.   Evaluation Appeals Panel: All employees have the right to a hearing. The District shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557. Two members of the panel shall be elected by and from certified employees. Two alternates shall also be elected by and from the certified employees to serve in the event an elected member cannot serve. The Board shall appoint one certified employee and one alternate certified employee to the panel. All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be re-appointed or re-elected. The chairman of the panel shall be a certified employee appointed by the Board.

2.   Appeal to Panel: A certified employee may appeal his/her evaluation within ten (10) working days of the summative evaluation by notifying in writing the school board appointed certified appeals officer of the intent to appeal and the specific contentions. Employees filing an appeal (including evaluators) have the right to review all documentation presented as evidence reasonably in advance of the appeal hearing. The appeal shall be signed and in writing on a form prescribed by the Superintendent. The form shall state that evaluation records shall be presented to and reviewed by the panel.

3.   Review: The Evaluation Appeals Panel shall investigate the disagreement within fifteen (15) working days from the date an appeal is filed. The panel shall conduct a hearing to review the evaluation documents and may interview the evaluator and the certified employee who filed the appeal. The employee has the right to representation of their choosing. The evaluator may respond to any statements made by the employee and may present written records, which support the summative evaluation.

4.   Panel Recommendations: The panel shall issue a recommendation to the superintendent within fifteen (15) working days from the date an appeal is filed. In the case of the appeals of evaluations conducted by the superintendent, the panel shall report to the Board. The superintendent shall receive the panel recommendation and cause it to be attached to the original evaluation form and filed in the employee's personnel file. The finding of the Appeals Panel is final.

5.   Conflicts of Interest: No panel member shall serve on any appeal on which he/she was the evaluator. Whenever a panel member or panel member's immediate family appeals to the panel, he or she shall not serve on his or her own appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

APPEALS PROCEDURE - STATE LEVEL

1.   Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Board of Education, shall have the opportunity to appeal to the Kentucky Board of Education.

2.   The appeal procedures shall be as follows:

        a.   The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557. The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations and the panel's review shall be limited to the record of proceedings at the local district level.

b.   No later than 30 days after the final action or decision at the local district level, the certified employee shall submit a written request to the chief state school officer for a hearing before the State Evaluation Appeals Panel.   A specific description of the complaint and grounds for appeal shall be submitted with this request.

c.   A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

d.   A decision of the appeals panel shall be rendered within fifteen (15) working days after a hearing.

e.   A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

DEFINITIONS

TEACHER means any certified staff person who directly instructs students.

ADMINISTRATOR means any certified staff person who devotes the majority of his/her employed time to service in a position for which administrative certification is required per 704 KAR Chapter 20, such as a principal, assistant principal, supervisor, coordinator, director, assistant director, head teacher, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent (other than the classroom teacher or librarian.).

OTHER SUPPORT STAFF means any certified staff other than teacher or administrator.

EVALUATION means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products and performance (means of gathering information). Evaluation shall also include the establishment and monitoring of a professional growth plan.

FORMATIVE EVALUATION means a continuous cycle of collecting evaluation information and interacting and (or) providing feedback with (and) suggestions regarding the certified employee's professional growth and (teaching or administrative) performance.

SUMMATIVE EVALUATION means the summary of, and conclusions from, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

OBSERVATION means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

CONFERENCE means a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

PERFORMANCE CRITERIA mean performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

INDICATORS means measurable or observable behaviors and outcomes that demonstrate performance criteria.

STANDARDS OF PERFORMANCE means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

POSITION means (term used to signify) a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

JOB CATEGORY means the term used to signify a group or class of positions with closely related functions (e.g., principal, coordinator, director).

PROFESSIONAL GROWTH PLAN means an individualized plan that includes:
-goals for enrichment & development that are established by the person being evaluated with the assistance of an evaluator;
-objectives, a plan for achieving the objectives, and a method for evaluating success;
-alignment with specific goals and objectives of the school or district improvement plan; and
-identification of school & district resources within available funds to accomplish the goals.

PARIS INDEPENDENT SCHOOL SYSTEM
PRE-OBSERVATION INSTRUMENT
FOR TEACHERS

_____   _____
_____
          Educator   Pre-Conference Date
School

_____   _____
_____
        Subject Area   Period / Time
Grade / Level

PROFESSIONAL GROWTH PLAN PERFORMANCE AREA:
(Must reflect school goals in PD/Comprehensive Improvement Plan)

Total # of Students in class _____   # of Students with IEP'S _____   # Years of Experience _____

Pre-Observation Worksheet

1. What are the lesson objectives?

2. Learner academic expectation & core content students' addressed in this lesson design.

3. How will you evaluate the mastery of the objective?

4. What teaching techniques will be used?

5. Is this experience
____ review or ____ new learning?

6. List any specific teaching behaviors you would like monitored.

7. Are there any special circumstances of which the evaluator should be aware?

_____   _____
Evaluatee's Signature   Date   Evaluator's Signature
_____   _____

PARIS INDEPENDENT SCHOOLS
DATA COLLECTION SUMMARY
TEACHER EVALUATION FORM*

Evaluatee: _____Position: _____

Evaluator: _____Position: _____
Observation Information:

Date(s): _____ Time(s): _____

Activity Observed:
_____

*Information completed on this form should be gathered from specific products & behaviors such as observations, work samples, professional development activities, extracurricular activities, etc.

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Professional Leadership

1.1 Builds positive relationships within and between school and community.	1.6 Guides the development of curriculum and instructional materials.
1.2 Promotes leadership potential in collegues.	1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
1.3 Participates in professional organizations/activities and adheres to the professional code of ethics.	1.8 Initiates and develops educational projects and programs.
1.4 Writes and speaks effectively.	1.9 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.5 Contributes to the professional knowledge and expertise about teaching and learning.	

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional Growth Plan:

Standard 2: Demonstrates Knowledge of Content

2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.6 Plans and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.2 Communicates a current knowledge of discipline)s) to be taught.	2.7 Analyzes sources of factual information for accuracy.
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.	2.8 Presents content in a manner that reflects sensitivity to multicultural and global perspective.
2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.5 Connects content knowledge to real-world applications.	

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional Growth Plan:

Standard 3: Designs/Plans Instruction

3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.
3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.3 Integrates skills, thinking processes, and content across disciplines.	3.9 Develops and implements appropriate assessment practices.
3.4 Creates and utilizes learning experiences that challenge, motivate, and actively involve the learner.	3.10 Secures and uses a variety of appropriate school and community resources to support learning.
3.5 Creates and uses learning experiences that are developmentally appropriate for learners.	3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.6 Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences	3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional Growth Plan:

Standard 4: Creates/Maintains Learning Climate

4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback	4.6 Encourages and supports individual and group inquiry.
4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.	4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation
4.3 Shows consistent sensitivity to individuals and responds to students objectively.	4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies
4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.	4.9 Works with colleagues to develop an effective learning climate within the school.
4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.	

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional growth Plan:

STANDARD 5: Implements/Manages Instruction

5.1 Communicates specific goals and high expectations.	5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences
5.2 Connects learning with students' prior knowledge, experiences, backgrounds, and aspirations for future roles.	5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction
5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences	5.11 Makes effective use of media and technologies.
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences	5.12 Makes efficient use of physical & human resources, including time, e.g. punctuality and attendance.
5.6 Stimulates students to reflect on their own ideas and those of others.	5.13 Provides opportunities for students to use and practice what is learned
5.7 Uses appropriate questioning strategies to help students solve problems and think critically.	5.14 Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress towards expectations

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional Growth Plan:

Standard 6: Assesses and Communicates Learning Results

6.1 Selects and uses appropriate assessments.	6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results
6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity	6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate
6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program	6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional Growth Plan:

Standard 7: Reflects/Evaluates Teaching/Learning

7.1 Assesses and analyzes the effectiveness of instruction.	7.3 Assesses programs and curricula, proposes appropriate recommendations and needed adjustments.
7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results	

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional Growth Plan:

Standard 8: Collaborates with Colleagues, Parents, Others

8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.	8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds
8.2 Discusses with parents, students, and others the purpose and scope of the collaborative effort.	8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.	8.8 Analyzes previous collaborative experiences to improve future experiences
8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution	8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs
8.5 Secures and makes use of school and community resources that present differing viewpoints	

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional Growth Plan:

Standard 9: Engages in Professional Development

9.1 Establishes priorities for professional growth.	9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.2 Analyzes student performance to help identify professional development needs.	9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.
9.3 Solicits input from others in the creation of individual professional development plans.	

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional Development:

Standard 10: Uses Technology to Support Instruction

10.1 Demonstrates basic knowledge of computers	10.7 Facilitates the lifelong learning of self and others through the use of technology.
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication	10.8 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
10.3. Demonstrates knowledge of the use of technology as a tool for instruction.	10.9 Applies research-based instructional practices that use computers and other technology.
10.4 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction.	10.10 Uses technology to support multiple assessments of student learning
10.5 Requests and uses appropriate assistive and adaptive devices for students with special needs.	10.11 Designs lessons that ask students to practice the equitable, ethical, and legal use of technology.
10.6 Designs lessons that include technology to address all student needs and learning styles.	

EVIDENCE: (Reference the performance for each piece of evidence. Attach additional sheets if necessary.)

Considerations for Professional Growth Plan:

POST OBSERVATION CONFERENCE

_____   _____
EDUCATOR   **DATE OF CONFERENCE**

_____ _____   _____
SUBJECT AREA   **LEVEL**   **LENGTH OF OBSERVATION**

COMMENTS
INSTRUCTION(Standards 2,3,5,6,7,10)
LEARNING CLIMATE/COLLABORATION/PROFESSIONALISM (Standards 1,4,8,9)
GENERAL / SUMMARY

I have read and discussed this data collection form and have received a copy.

*Evaluatee Signature_____Date _____

Evaluator Signature _____Date _____

***Signature does not necessarily indicate agreement with comments.*

_____**School Year**   _____ **Enrichment**

_____ **Assistance**

PARIS INDEPENDENT SCHOOL SYSTEM
INDIVIDUAL PROFESSIONAL GROWTH PLAN

_____   _____

_____

Evaluatee   **Date**   **Work Site**

1.   **PERFORMANCE AREA/ STANDARD OF PERFORMANCE**

2.   **GROWTH GOAL(S)/OBJECTIVE(S) Describe Desired Outcome**

3.   **PRESENT STAGE OF DEVELOPMENT: Awareness_____**
Preparation_____   Implementation _____ Refinement_____

4.   **PROCEDURES and ACTIVITIES FOR ACHIEVING OBJECTIVE (S)**
           AND EXPECTED IMPACT (Attach additional pages if needed)

5.   **APPRAISAL METHOD AND TARGET DATES:**

6.   **EVALUATOR'S COMMENTS**

7.   **EVALUATEE'S COMMENTS**

This plan is aligned with the improvement/ professional development plan of the school/district.

Individual Growth Plan Developed: **Achieved / Revised / Continued**

Evaluatee / Date_____**Evaluatee / Date**_____

Evaluator / Date_____**Evaluator / Date**_____

PARIS INDEPENDENT SCHOOL SYSTEM
SUMMATIVE EVALUATION FORM FOR TEACHERS

Name _____   *School* _____
*Date*_____

Dates of
*Observation(s)*_____
Dates of
*Conference(s)*_____

	Meets Standards	*Does Not Meet
TEACHER STANDARDS:		
1. Demonstrates Professional Leadership	_____	_____
2. Demonstrates Knowledge of Content	_____	_____
3. Designs/Plans Instruction	_____	_____
4. Creates/Maintains Learning Climate	_____	_____
5. Implements/Manages Instruction	_____	_____
6. Assesses & Communicates Learning Results	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____
8. Collaborates w/ Colleagues/Parents/Others	_____	_____
9. Engages in Professional Development	_____	_____
10. Uses Technology to Support Instruction	_____	_____

*Any rating in the "does not meet" column for tenured personnel requires the development of an Individual Corrective Action Plan.

EVALUATOR'S COMMENTS

EVALUATEE'S COMMENTS

I have read and discussed this evaluation with my evaluator and have received a copy of the form.

_____   _____   _____
_____
Evaluatee   Date   Evaluator
Date

OVERALL PERFORMANCE EVALUATION
      (   ) Meets Standards to recommend for Re-employment
      (   ) Does not Meet Standards to recommend for Re-employment
Certified Employees have the right to appeal the substance and/or procedures of this summative evaluation

as stated in KRS3:345, Sections 7,8,9 and local board policy.

PARIS INDEPENDENT SCHOOL SYSTEM
INDIVIDUAL CORRECTIVE ACTION PLAN

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.

Individual Corrective Action Plan for_____

Date _____   Work Site_____

Standard No.	*Present PG Stage	Growth Objective/Goal(s)	Procedures and Activities for Achieving Goals and Objectives (including support personnel	Appraisal Method and Target Dates

(Attach additional pages if needed)

Evaluatee's Comments:

_____

_____

Evaluator's Comments:	STATUS: Achieved ____ Revised ____ Continued ____
_____ _____ _____ _____ _____ _____Individual Corrective Action Plan Developed:	
_____ _____ (Evaluatee's Signature) (Date)	_____ _____ (Evaluatee's Signature) (Date)
_____ _____ (Evaluator's Signature) (Date)	_____ _____ (Evaluator's Signature) (Date)

*Professional Growth Plan Stages: O= Orientation/Awareness A= Preparation/Application

I= Implementation/Management R= Refinement/Impact

EDUCATION ADMINISTRATOR EVALUATION FORM

Observee _____ Position
_____

Observer _____ Position
_____

<u>Observation Information:</u>

Date: _____   Activity Observed: _____

Time: _____   Product Critiqued: _____

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc. If more room is needed for recording purposes, use plain paper and attach to this form.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Vision	
1.1 The vision and mission of the school/district are effectively communicated to staff, parents, students, and community.	**1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.**
1.2 The vision & mission are communicated through the use of symbols, ceremonies, stories, and similar activities.	**1.10 Assessment data related to student learning is used in developing the school/district vision and goals.**
1.3 The core beliefs of the school/district vision are modeled for all stakeholders.	**1.11 Relevant demographic data pertaining to students and their families are used in developing the school/district mission & goals.**
1.4 The vision is developed with and among stakeholders.	**1.12 Barriers to achieving the vision are identified, clarified, and addressed.**

1.5 The contribution of school/district community members to the realization of the vision are recognized and celebrated.	**1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals.**
1.6 Progress toward the vision & mission is communicated to all stakeholders.	**1.14 Existing resources are used in support of the school/district vision and goals.**
1.7 The school community is involved in school/district improvement efforts.	**1.15 The vision and implementation plans are regularly monitored, evaluated, and revised.**
1.8 The vision shapes the educational programs, plans, and actions.	Standard 1 (Consideration for Professional Growth)
Standard 2: School Culture & Learning	
2.1 All individuals are treated with fairness, dignity, and respect.	**2.12 The school/district is organized and aligned for success.**
2.2 Professional development promotes a focus on student learning consistent with the school/district vision and goals.	**2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined**

2.3 Students and staff feel valued and important.	**2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies.**
2.4 The responsibilities and contributions of each individual are acknowledged.	**2.15 The school/district culture and climate are assessed on a regular basis.**
2.5 Barriers to student learning are identified, clarified, and addressed.	**2.16 A variety of sources of information is used to make decisions,**
2.5 Diversity is considered in developing learning experiences.	**2.17 Student learning is assessed using a variety of techniques.**
2.7 Life long learning is encouraged and modeled.	**2.18 Multiple sources of information regarding performance are used by staff and students.**

2.8 There is a culture of high expectations for self, student, and staff performance.	**2.19 A variety of supervisory and evaluation models is employed.**
2.9 Technologies are used in teaching and learning.	**2.20 Pupil personnel programs are developed to meet the needs of students and their families.**
2.10 Student and staff accomplishments are recognized and celebrated.	**2.11 Multiple opportunities to learn are available to all students.**
Standard 2: (consideration for professional growth plan)	
Standard 3: Management	
3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.	**3.13 Stakeholders are involved in decisions affecting school/district.**
3.2 Operational procedures are designed and managed to	**3.14Responsibility is shared to maximize ownership and**

maximize opportunities for successful learning.	**accountability.**
3.3 Emerging trends are recognized, studied, and applied as appropriate.	**3.15 Effective problem framing and problem solving skills are used.**
3.4 Operational plans/procedures to achieve the vision and goals of the school/district are in place.	**3.16 Effective conflict resolution skills are used.**
3.5 Collective bargaining and other contractual agreements related to the school/district are effectively managed.	**3.17 Effective group process and consensus building skills are used.**
3.6 The school/district plant, equipment, and support systems operate safely, efficiently, and effectively.	**3.18 Effective communication skills are used.**
3.7 Time is managed to maximize attainment of organizational goals.	**3.19 There is effective use of technology to manage school operations.**
3.8 Potential problems and opportunities are identified.	**3.20 Fiscal resources of the school/district are managed**

	responsibly, efficiently, and effectively.
3.9 Problems are confronted and resolved in a timely manner.	**3.21 Safe, clean, and aesthetically pleasing school/district environment is created and maintained.**
3.10 Financial, human, and material resources are aligned to the goals of school/district.	**3.22 Human resources function support the attainment of school/district goals.**
3.11 The school/district acts entreprenuerially to support continuous improvement.	**3.23 Confidentiality and privacy of school/district records are maintained.**
3.12 Organizational systems are regularly monitored and modified as needed.	Standard 3. **(considerations for professional growth)**
Standard 4: Collaboration	
4.1 High visibility, active involvement, and communication with the larger community is a priority.	**4.10 Community stakeholders are treated equitably.**
4.2 Relationships with community leaders are identified and nurtured.	**4.11 Diversity is recognized and valued.**

4.3 Information about family and community concerns, expectations, and needs is used regularly.	**4.12 Effective media relations are developed and maintained.**
4.4 There is outreach to different business, religious, political, and service agencies and organizations.	**4.13 Comprehensive program of community relations is established.**
4.1 Credence is given to individuals and groups whose values and opinions may conflict.	**4.14 Public resources and funds are used appropriately and wisely.**
4.6 The school and community serve one another as resources.	**4.15 Community collaboration is modeled for staff.**
4.7 Available community resources are secured to help the school/district solve problems and achieve goals,	**4.16 Opportunities for staff to develop collaborative skills are provided.**
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.	**4.9 Community youth family services are integrated with school/district programs.**

Standard 4. **(consideration for professional growth)**	
Standard 5: Integrity, Fairness, Ethics	
5.1 Examines personal and professional values.	**5.9Protects the rights and confidentiality of students and staff.**
5.2 Demonstrates a personal and professional code of ethics.	**5.10 Recognizes and respects the legitimate authority of others.**
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	**5.11Examines and considers the prevailing values of the diverse school/district community.**
5.4Serves as a role model.	**5.12Expects that others in the school community will demonstrate integrity and exercise ethical behavior.**
5.5Accepts responsibility for school/district operations.	**5.13Opens the school/district to public scrutiny.**

5.6 Considers the impact of one's administrative practices on others.	**5.14Fulfills legal and contractual obligations.**
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.	**5.15Applies laws and procedures fairly, wisely, and considerably.**
5.8 Treats people fairly, equitably and with dignity and respect.	Standard 5 **(considerations for professional growth plan)**
Standard 6: Political, Economic, Legal	
6.1 The environment in which schools operate is influenced on behalf of students and their families.	**6.2 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.**
6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.	**6.5 Public policy is shaped to provide quality education for students.**

6.3 There is on going dialogue with representatives of diverse community groups.	**6.6 Lines of communication are developed with decision makers outside the school community**
Standard 6 **(considerations for professional growth)**	
Standard 7: Technology	
7.1 Operates a multimedia computer and peripherals to use a variety of software (Office '97, Word, Excel, e-mail, Internet)	**7.5 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training).**
7.2 Uses the computer to do word processing, create spreadsheets, access electronic mail and the Internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans).	**7.6 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power Point presentations, budget spreadsheets, use of e-mail).**
7.2 **Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities**.	**7.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans).**

7.3 Uses terminology related to computers and technology appropriately in written and verbal communication.	Standard 7. **(considerations for professional growth plan)**

*Evaluatee Signature _____ Date _____

Evaluator Signature _____ Date _____

*Signature indicates evaluation has been read and discussed.

PARIS INDEPENDENT SCHOOL SYSTEM
      FORMATIVE DATA COLLECTION INSTRUMENT

Librarian/Media Specialist*

Administrator_____ **Date**_____
Evaluator_____
*Information completed on this form should be gathered from specific products & behaviors such as

observations, work samples, professional development activities, extracurricular activities, etc. At year-

end, the Summative Evaluation Form for Teachers should be utilized for the Librarian/Media Specialist

since his/her work focuses on students/instruction and therefore, teacher standards rather than the

administrator standards are more appropriate.

Teacher Standards with Descriptors

I. Standards 1,2,3,4,5
1-Demonstrates Professional Leadership, 2-Demonstrates Knowledge of Content, 3-Designs/Plans

Instruction, 4-Creates/Maintains Learning Climate, 5-Implements/Manages Instruction

_____**A. Recognizes the critical role of information retrieval in the future of
education.**
     _____1. Makes long range plans which guide the development of the
library/media center.
     _____2. Encourages the use of new technologies.
___**B. Establishes and maintains an environment in which students and staff can
work at productive levels.**
     _____1. Develops and implements policies and procedures for the operation of
the library/media center.
     _____2. Uses initiative to promote the flexible use of the library/media center by
individuals, small groups, and large groups for research, browsing, recreational
reading, viewing or listening.
     _____3. Maintains the library/media center in a functional, attractive and orderly
environment conducive to student learning.
     _____4. Arranges and uses space and facilities in the library/media center to
support the objectives of the instructional program, providing areas for various
types of activities.
     _____5. Communicates health and safety needs of the library/media center to the
proper authorities.
     _____6. Assumes responsibility for proper use and care of library/media center
facilities, materials and equipment.
_____**C. Manages student behavior in a constructive manner.**
     _____1. Promotes appropriate learner behavior while respecting diversity and
individuality of students.

_____2. Encourages student self-direction and responsibility for learning.

_____3. Exercises consistency in discipline policies.

_____4. Corrects disruptive behavior constructively.

_____D. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials and equipment.

_____1. Uses a district-approved selection policy based on state guidelines.

_____2. Selects materials and equipment which support the curriculum and promote the school's educational philosophy.

_____3. Uses approved business procedures for ordering and receiving materials and equipment.

_____4. Classifies, catalogues, processes and organizes for circulation the educational media and equipment according to professional standards established by AASL, state and local sources.

_____5. Uses clearly stated circulation procedures.

_____6. Informs staff and students of new materials and equipment.

_____7. Establishes and/or follows procedures for maintenance and repair of media equipment.

_____8. Periodically weeds and reevaluates the collection to assure a current, attractive and well-balanced collection.

_____9. Assists in production of materials as feasible.

_____E. Prepares statistical records and reports needed to administer the library/media center.

_____1. Maintains a current inventory of holdings to assure accurate records.

_____2. Prepares and submits to administrators such reports as are needed to promote short- and long-term goals of the library/media center.

_____3. Prepares and submits reports to other officials as requested.

_____F. Trains and supervises library/media center personnel to perform duties effectively.

_____1. Trains and supervises clerks, aides, student assistants, and/or adult volunteers in clerical tasks.

_____2. Trains and supervises library/media center personnel to circulate materials and equipment.

_____3. Trains and supervises library/media center personnel to assist students and staff in the use of the library/media center.

_____G. Administers budgets according to needs and objectives of the library/media center within administrative guidelines.

_____1. Submits budget proposals based on needs and objectives of the library/media center.

_____2. Plans expenditures of allocated funds to meet short- and long-term goals.

_____3. Keeps accurate records of all disbursements for the library/media center.

_____H. Evaluates library/media center programs, services, facilities, and materials to assure optimum use.

_____1. Evaluates programs, services, facilities, and materials informally and formally on a continuous basis, identifying strengths and weaknesses.

_____2. Provides periodically for evaluation by faculty and students.

_____3. Develops plans for making changes based on evaluations.

_____I. Uses time effectively, efficiently, and professionally.

_____1. Punctuality and attendance are satisfactory.

_____2. Prioritizes demands on time to provide maximum support of library/media center programs and services.

_____3. Streamlines or eliminates time-consuming or nonessential routines when possible, without lowering the quality of programs and services.

II. Standards 2,3

2-Demonstrates Knowledge of Content, 3-Designs/Plans Instruction

_____**A. Exercises leadership and serves as a catalyst in the instructional program.**

_____1. Serves as instructional resource consultant and media specialist to teachers and students.

_____2. Uses an appropriate variety of media and teaching techniques in instructional situations.

_____3. Provides leadership in using newer technologies for instruction.

_____4. Provides in-service training and library/media orientation as needed.

_____5. Plans and/or participates in special projects or proposals.

_____6. Serves on committees designing learning experiences for students, curriculum revision or

textbook adoption.

_____7. Administers resource sharing, inter-library loan and/or networking activities.

_____**B. Plans and implements the library/media center program of library/media skills.**

_____1. Considers long-range objectives when planning instruction appropriate to subject and grade levels.

_____2. Develops sequential, short-range objectives that facilitate progress toward defined long-range objectives.

_____3. Demonstrates knowledge of the general curriculum and observes recommended steps to teaching when in formal instructional situations.

_____4. Plans with teachers to identify and implement the library/media center skills curriculum within the classroom curriculum.

_____5. Continually instructs students and staff, individually or in groups, in the use of the library/media center and equipment.

_____6. Encourages independent use of the facility, collection and equipment by students and staff.

_____7. Guides students and staff in selecting appropriate media from a wide range of learning alternatives.

_____8. Guides and supervises students and staff in research activities and in the use of reference materials.

_____9. Communicates effectively with students and staff.

_____**C. Promotes the development of reading skills and reading appreciation.**

_____1. Conveys enthusiasm for books and reading.

_____2. Develops activities and/or provides individual guidance to motivate reading.

_____**D. Supports classroom teachers in their instructional units.**

_____1. Provides a wide variety of resources and supplementary materials.

_____2. Assists in choosing and collecting appropriate materials.

_____3. Cooperatively plans and teaches content appropriate to library/media center objectives.

_____4. Cooperates with teachers in designing and implementing instruction.

_____**E. Provides resources for professional growth of faculty and staff.**

_____1. Identifies and encourages use of materials from the library/media center and professional library.

_____2. Informs staff of new materials, equipment and research in which they have special interest.

_____3. Suggests resources outside of the library/media center collections.

III. Standard 8
Collaborates with Colleagues, Parents, Others
_____**A. Demonstrates positive interpersonal relations with students.**
     _____1. Interacts with individual students in a mutually respectful and friendly manner.
     _____2. Strives to be an available personal resource for all students.
     _____3. Protects each user's right to privacy and confidentiality in library/media center use.
     _____4. Demonstrates understanding and acceptance of different views and values.
     _____5. Gives constructive criticism and praise when appropriate.
_____**B. Demonstrates positive interpersonal relation with educational staff.**
     _____1. Initiates interaction with colleagues in planning instructional activities for students.
     _____2. Shares ideas and methods with other teachers and staff.
     _____3. Makes appropriate use of support staff members.
     _____4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
     _____5. Informs administrators and/or appropriate personnel of school-related matters.
_____**C. Demonstrates positive interpersonal relations with parents/patrons.**
     _____1. Provides a climate that encourages communication between the library/media center and parents or patrons.
     _____2. Cooperates with parents in the best interests of students.
     _____3. Supports and participates in parent-teacher activities.
     _____4. Promotes patron involvement with the library/media center.
     _____5. Handles complaints and/or challenged materials in a firm but friendly manner.
     _____6. Identifies community resource persons who may serve to bring the community into the educational process.

Standard 7,9
7-Reflects/Evaluates Teaching/Learning, 9-Engages in professional development
_____**A. Participates in professional growth activities.**
     _____1. Keeps abreast of development in library science and issues related to teaching.
     _____2. Demonstrates commitment by participating in professional activities (e.g., professional organizations, coursework, workshops, conferences).
     _____3. Takes advantage of opportunities to learn from colleagues, students, parents, and the community.
_____**B. Follows the policies and procedures of the school district.**
     _____1. Strives to stay informed about policies and regulations applicable to his/her position.
     _____2. Selects appropriate channels for resolving concerns/problems.

_____**C. Demonstrates a sense of professional responsibility.**
     _____1. Completes duties promptly, dependably and accurately in accordance with established job description.

_____2. Demonstrates a responsible attitude for student management throughout the entire building.

_____3. Adheres to the professional code of ethics.

Standard 10

Uses technology to support the school's instructional program, access & manipulate data, enhance

professional growth and productivity, communicate & collaborate with colleagues, parents and the

community, and conduct research/solve problems.

_____1. Operates a multimedia computer & peripherals to use a variety of software (Office 97, Word, Excel, e-mail, Internet).

_____2. Uses the computer to do word processing, create spreadsheets, access electronic mail & Internet, and use emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans).

_____3. Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail correspondence).

_____4. Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities.

_____5. Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training).

_____6. Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power Point presentations, budget spreadsheets, use of e-mail).

_____7. Ensures appropriate research-based instructional practices related to the integration of technology are included in the instructional program.

(Complete and attach Post-Observation Conference form.)